

ISSUES OF ORIENTATION OF STUDENTS TO RESEARCH WORK

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ABSTRACT

This article describes the need to direct higher education students to academic research work, the problems encountered in it and its solution.

Keywords: Scientific research, method, methods of scientific research, analysis, synthesis, generalization, problems, solution of problems.

INTRODUCTION

One of the most important tasks for professors and teachers is to bring specialists trained in the higher education system to the level of world standards, to pay special attention to the training of scientific-pedagogical personnel, to direct students to research work. President Sh.M.Mirziyoyev's decree "On the strategy of Action for the further development of the Republic of Uzbekistan" and the decision "On measures for the further development of the higher education system" as well as other normative-legal documents have created favorable conditions for the formation of a continuous education system in accordance with world education standards. [1.29] today, 5 initiatives play an important role in the further development of the scientific potential of young people, directing them to the work of scientific research.

In the system of higher education, it was found out that there are significant problems facing students, masters, who want to engage in scientific research work. These problems:

1. Inability to correctly choose the abstract of scientific research.
2. Scientific research techniques and inability to use them.
3. Inability to prepare the regulations of the research work.
4. Not being able to find and work with the necessary resources.
5. Inability to conduct statistical analysis of experimental –test work, etc.

Orientation of students to research work can be carried out in two directions [1.58].

-the first, to achieve the creation of educational projects (textbook, technological map, electrical, technological map, electronic manual) within the framework of a specialty of students or a subject by putting the problematic tasks and motivating them to solve;

-the second is a logical continuation of the lesson, carrying out educational and research work at extra-curricular time, participation in scientific articles in their performances and conferences in olipia and visions.

In teaching future specialists to carry out scientific research work, it is possible to observe the implementation of assignments given by professors and teachers of higher education by using scientific literature in libraries, independently fulfills it and presents it in the form of independent work, synopsis, course work, and secondly, the systematic knowledge learned is applied in the personal research work (Graduation qualification, participation in In order for professors and teachers of higher education to be able to enter into scientific research work, we must teach students to solve the existing problems they face.

We must first of all teach the subject of scientific research work to be able to choose the right one. This is a very complex process and the projection and positive conclusion of the research work will depend on the choice of the topic. The topic reflects the peculiarities of the research work, it is selected in cooperation with the student and his scientific leader. When the subject of scientific research is selected:

-to be able to discuss on the pages of scientific research, to describe their personal views, to have opportunities to conduct scientific research;

-the lack of a wide range of scientific research topics, taking into account the scientific knowledge of the research executor, the etymology of abilities;

-the availability of materials to carry out the research, in some cases, the topic is interesting, but it is observed that there are not enough materials to carry it out.

The teaching of research techniques and their use in directing students towards the research work is also of particular importance. As we all know, any scientific research is carried out using certain methods of scientific interpretation. Research techniques are the way to achieve the goal in the academic work.[2.95]

MATERIALS AND METHODS

The science that deals with the study of methods is called “methodology”. Methodology- (in Greek-the doctrine of methods) as a creative process arose in the era of scientific ways and means of cognition, the laws of scientific research, their comparison and systematization. Hence, the methodology studies the theoretical problems of the ways and means of the essence of scientific cognitive activity, as well as the laws of scientific research as a social process. The concept of methodology is complex and does not always have the same interpretation. First of all, it is used in a broad sense - as a methodology of science, and for all scientific disciplines it is a philosophical base of scientific knowledge. In other words, methodology is a doctrine (theory) about knowing the object as a science. In the top sense, it is precisely aiglates the theory of scientific cognition for scientific disciplines (including pedagogy). Hence, in the general system of methodological knowledge exists to determine the position of methodology. The methodology of exact sciences is based on the general methodology:

1. Its requirements are those that make up a certain science object applies to the study of phenomena and processes;
2. The theory of specific scientific methods of self-knowledge specific to the legislation of the phenomenon and process under study incarnate in relation to aspects.

Pedagogy-among other developed disciplines has its own subject, theoretical printouts, and a separate research methodology is applied taking into account the specific features and legalities of the object of knowledge drawn to reality.

Without looking at the existence of silks in the work of methodological problems, a number of theoretical and methodological problems remain unresolved. Not enough research is being done. In our opinion, the development of methodological problems requires taking into account at least two conditions.

The first condition-the connection between the actual problems of pedagogy and the practical tasks of schools, academic lyceums, higher and secondary special educational institutions should be emphasized. This is what makes us tick from the Scholastic theorization, general reasoning. The main attention should be paid to such areas and problems of research, as a result of which it is necessary to arm us with methodological approaches to find solutions to vital

issues of pedagogical science, to provide solutions to the practical tasks of the educational process.

The second condition - to develop the problems of methodology and pedagogical theory, it is necessary to attract highly qualified and experienced pedagogical staff working in scientifically mature universities, institutes and research institutions.

The process of selection and justification of the topic is the initial occupation of the work of scientific research. This is done mainly by the sphere, direction and selection of the subject in it. When choosing a topic, the researcher's interest in the field, direction and scientific potential in this regard are taken into account. In this, the researcher will be able to choose the topic by independently examining the achievements and shortcomings of the area in which he wants to engage. When choosing a topic, it gives good results if it is followed by the advice of large - scale specialists of the field that should be engaged.

On the basis of the topic, the work on the chosen topic will be thoroughly studied, analyzed, the achievements and shortcomings in the field will be analyzed and the basis for the problem solving will be prepared.

The laying of the problem is a continuation of the justification of the relevance of the topic directly, and it is expressed on the basis of the results of an analysis of achievements, shortcomings in the field. This includes a clear and clear expression of the tasks (issues to be solved) of the scientific research, without having to deal with the problem that needs to be investigated.

In the setting of the problem, great attention is paid to data collection and processing. The collection of theoretical methods and technical solutions, tools for solving similar problems, data on the results of research in the area close to the study, and other specific data is carried out during the entire research, and not sorrow at the beginning of the research.

RESULT AND DISCUSSION

The initial hypothesis, that is, the working hypothesis, is formulated based on the problem of clearly expressed research and the result of a critical analysis of the initial material collected. It is expressed in several variants and from them the problem is selected. There are different ways of expressing the working hypothesis. They are based mainly on theoretical data in determining the problem of the study and substantiating the relevance of the subject matter and allow for a deeper study of the source of the study. In the formation of the working hypothesis, questionnaires, interviews, consultations with specialist-scientists and, in some cases, preliminary experience-testing are also conducted

There are factors that influence the methodology, stand in the agenda: a strong civil society is being established in our country on the basis of a humane democratic legal state, and the educational system has been radically renewed in accordance with the development of society. The effectiveness of this new model is in many respects a direct link to the result of pedagogical research, in general, to the level of development of pedagogical science.

Initially, the following issues related to the theoretical and practical significance of pedagogical research, their logic, methodological description should be clarified:

- increase the effectiveness of theoretical research in pedagogy;

- the study of pedagogical experience and the use of its results;
- pedagogical experience-test, its essence, methodology lightening;
- application of science achievements to the educational process problems;
- approach to education in integrity, ideological education in this importance;
- pedagogical science on the basis of national and universal experience methodological aspects of development and etc.

From the scope of these questions it becomes clear that living with the available knowledge, indifferent to modern requirements and needs, it is impossible. Naturally, in such conditions, the "base" point should be practice, that is, the state of modern education is the criterion of true truth. Under the influence of practice, theory becomes the main factor of scientific discoveries. Only a wide and comprehensively organized practice serves to know not only the shortcomings and inadequacies of the activity, but also the pedagogical realities.[3.47]

In the process of carrying out a research work, the teacher is the primary advisor and the researcher should be given the student a high degree of independence of freedom. As a researcher, the student will be required to do the work independently on the basis of the subject matter, the teacher will ask questions of various orientation, problem solving. At the same stage, the student uses the methods of scientific research and has a personal opinion on research work, makes necessary decisions, learns to make conclusions and suggestions, completes the work.

CONCLUSION

In conclusion, it is necessary to update, deepen and strengthen the knowledge gained towards the development of Science and technology, to direct the students to the scientific research work, to formulate their participation in scientific activities, to open the way for the next generation to engage in scientific activities, to identify the problems that occur in a timely and timely manner and to eliminate them. The involvement of students in scientific research work is educational, educational in nature, it also helps closely in the formation of the scientific worldview in it, teaching independent thinking, so that the student can believe in his own strength in achieving the goal.

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